

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

Cunningham-powellL@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Louretta Cunningham-Powell
Consultant
Office of Education Improvement & Innovation

OR

Anne Hansen
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 335-4733

Email: Cunningham-powellL@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

| Exemplar | Total Points Possible |
|--|------------------------------|
| 1. Description of comprehensive improvement services | 25 |
| 2. Use of scientific educational research | 15 |
| 3. Job embedded professional development | 15 |
| 4. Experience with state and federal requirements | 15 |
| 5. Sustainability Plan | 15 |
| 6. Staff Qualifications | 15 |
| Total Points Possible | 100 |
| Minimum Points Required for Approval | 70 |

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

| | | |
|-----------|-----------|--|
| Section 1 | 15 points | |
| Section 2 | 10 points | |
| Section 3 | 10 points | |
| Section 4 | 10 points | |
| Section 5 | 10 points | |
| Section 6 | 10 points | Section 6 must be completed by all applicants. |

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

| | | | |
|--|--|---|--|
| 1. Federal EIN, Tax ID or Social Security Number | | 2. Legal Name of Entity | |
| 26-2184937 | | Liberty Leadership Development, LLC | |
| 3. Name of Entity as you would like it to appear on the Approved List | | | |
| Liberty Leadership Development, LLC | | | |
| 4. Entity Type: | | 5. Check the category that best describes your entity: | |
| <input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit | | <input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____ | |
| 6. Applicant Contact Information | | | |
| Name of Contact Randall Sampson | | Phone 614-323-4521 | |
| Street Address 8150 Trail Lake Drive | | Fax NA | |
| E-Mail randallsampson@mac.com | | City Powell | |
| | | State OH | |
| | | Zip 43065 | |
| | | Website LibertyLeadershipDevelopment.com | |
| 7. Local Contact Information (if different than information listed above) | | | |
| Name of Contact | | Phone | |
| Street Address | | Fax | |
| E-Mail | | City | |
| | | State | |
| | | Zip | |
| | | Website | |
| 8. Service Area | | | |
| List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. | | | |
| <input checked="" type="checkbox"/> Statewide | | | |
| Intermediate School District(s): | | Name(s) of District(s): | |

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☐ Yes

☒ No

What school district are you employed by or serve: _____

In what capacity are you employed or do you serve (position title): _____

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

Liberty Leadership Development, LLC is a comprehensive school improvement organization focused on the strategic alignment of academic content, implementation of rigorous job-embedded pedagogy and building internal leadership capacity through the engagement of ALL stakeholders. Our job-embedded professional learning and implementation system has engaged educators in 11 countries and 13 US States. Schools that focus on students often yield the highest academic results.

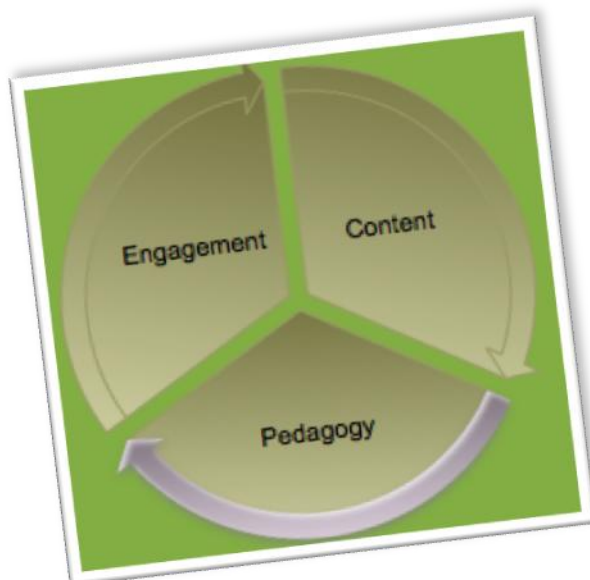
A teacher being able to transfer and apply professional development skills directly to the classroom is the essence of sustainable comprehensive transformation. Our comprehensive approach is designed for teachers to interact with various forms of research-based technology and instructional tools that teachers can apply immediately in their classroom. Meeting or exceeding the school's continuous improvement plan will require collaboration and a cross-fertilization of ideas. Our comprehensive approach focuses on content, pedagogy and engagement. We will provide schools with a research-based foundation to use and adapt in their transformation initiative. In preparation for systemic implementation, all teachers and leaders will have detailed data protocols, pedagogy evaluations and leadership sustainability training; aligned with their School Improvement Goals and the Michigan Curriculum Framework. These systemic preparation sessions will serve as job-embedded professional development for the application of research-based instructional tools and organizational development best practices. Aligned with the School Improvement Framework and NCA, the continuous improvement initiative encourages collaboration, accountability and transparency. It is essential for all teachers, students and stakeholders to engage with each other; therefore, establishing authentic, purposeful and meaningful connections in their professional learning network. Connecting teachers with best practice instructional strategy tools can yield higher student performance results.

Content

- Common Core rigorous learning
- Alignment of Teacher Evaluation portfolio
- Vertical and horizontal aligned academic content for college and career readiness
- Robust academic interventions

Pedagogy

- Differentiated instruction and technology
- Common Core instructional strategies
- Classroom engagement



- Common Core short-cycle aligned assessments
- Transformation of data into action

Engagement

- Building culture and climate for learning
- Creating a Professional Learning Network to develop teacher leadership capacity
- Measurable performance goals for students, teachers and school
- Engage parents and community with response to intervention strategies
- Personalized student and teacher value-add plans
- Personalized college and career readiness student audit

The goal of our systemic comprehensive approach is to launch and assist schools in the implementation of innovative, research-based, field-tested, and sustainable best practice model engaging ALL stakeholders. We believe that knowledgeable and collaborative teacher groups are the key to providing the essential knowledge, skills, and practices that enable students to develop 21st century learning outcomes. The transfer of professional development to classroom instruction is an essential attribute of the continuous learning process. Our systemic approach provides a platform that engages an entire staff with the school's identified continuous improvement plan and goals. Schools will be able to include all faculty members in the systemic implementation of effective practices. Therefore, these practices will be consistent, timely, measurable, job-embedded and outcomes driven.

Student Performance Outcomes

- Improved students' academic performance assessments for math and reading
- Improve students' academic performance assessments on mandated state tests and college-readiness exams
- Improved students' grades
- Increase students' motivation and academic engagement
- Create learning tasks which are goal oriented for college and career-readiness success

Enhance Student Academic Success Outcomes

- Decrease student retention rates
- Increase academic matriculation and persistence in college and career-readiness courses
- Increase student graduation rates

Enhance Systems Outcomes

- Increase teacher retention rate
- Scale of operation by building teacher and student leadership capacity
- Interactive engagement of ALL stakeholders
- Increase the rate of learning as measured through formative, summative and alternative assessments.

Professional Development Content Competencies

1. Teachers will examine a wide variety of 21st Century reading and math learning tools, resources and blended learning models.
2. Teachers will create digital formative and summative short cycle assessment designs through the application of multiple digital tools, resources and performance-based assessments.
3. Teacher learning networks will regularly analyze and synthesis their delivery methods of the academic content, instructional strategies and student performance data.
4. Teachers will demonstrate knowledge of core content by creating innovative lesson and unit designs, digital storyboards and provide descriptive feedback to students and other teachers in their professional learning network.
5. Teachers will create content-driven, purposeful and performance-based learning strategies in their school's collaborative learning network.

Job-Embedded Application and Pedagogy

Classroom practices must be the focal point of a job-embedded learning network. When teachers provide students with rigorous and engaging instructional tasks, the students will produce amazing and meaningful performance-based products. The key is the transfer of professional development to classroom instructional tasks. Measureable job-embedded tasks will be the key to students maximizing the learning experience.

1. With guidance and support from teachers, the students' learning tasks will require the use of a variety of instructional tools to produce and publish writing, including collaboration with peers.
2. Students will be required to describe in depth specific details of informational and technical text (e.g., inference, words, or actions).
3. With guidance and support from teachers, students will use technology, to produce and publish written text in the form of research papers and digital stories. Students will interact and collaborate with others; demonstrate sufficient command of research and writing skills to process college-readiness research papers and presentations.
4. Students will be required to evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
5. Students will integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
6. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence.

Engaging Students

Common Core rigorous reading requires a demonstration of mastery comprehension and application of inference skills. The academic goal will be to build students' ability to analyze informational and technical reading through the application of strategic inference skills and cross-curricular writing. Embedding writing as a critical reading tool is the most effective strategy to enhance reading comprehension and inference. Writing provides the reader with an opportunity to organize information and demonstrate their ability to evaluate various pieces of the literature. Teacher training and supports will provide students with strategic writing guides, so the reader can better make sense of the text. These engagement strategies will increase the students' abilities to problem solve using prior knowledge and personal context.

Engaging students in a cross-curricular differentiated instruction method will require focus and attention to detail. We work with teachers on the systemic implementation of learning design and authentic student engagement strategies. Differentiating instructional tasks, coupled with 21st Century learning skills, will require learners to apply high levels of rigor in a more personalized individual approach; such differentiation of instructional practice can yield high payoff results. Personalized student learning tasks will include the following:

1. Problem-solving and critical thinking
2. Collaboration across learning networks
3. Agility and adaptability
4. Initiative and motivation
5. Effective written and oral communication
6. Accessing and analyzing information
7. Inquiry and imagination as motivation for learning

Such a comprehensive structure focused on students, can yield exceptional academic results. This comprehensive model simultaneously places the focus on content, pedagogy and engagement. The model provides measureable goals and outcomes, rigorous learning expectations and engaging all stakeholders in the improvement process. The ultimate measure of success is for students to exceed college and career-readiness performance indicators. With such high ambitions, data is collected, analyzed and put in to feasible action steps. Teachers, students and administration will work together to analyze performance data and create action steps. Academic goals, students' schedules and instructional methods will all be flexible to meet and exceed the college and career readiness performance indicators.

Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Describe how scientific educational research and evidence-based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

The research shows that a systemic comprehensive approach requires the implementation of innovative, research-based, field-tested, and sustainable best practice (Conley, 2010). A framework balance on Content, Pedagogy and Engagement provides the stability and focus schools want and need (Taylor & Francis, 2005).

Content, Pedagogy and Engagement

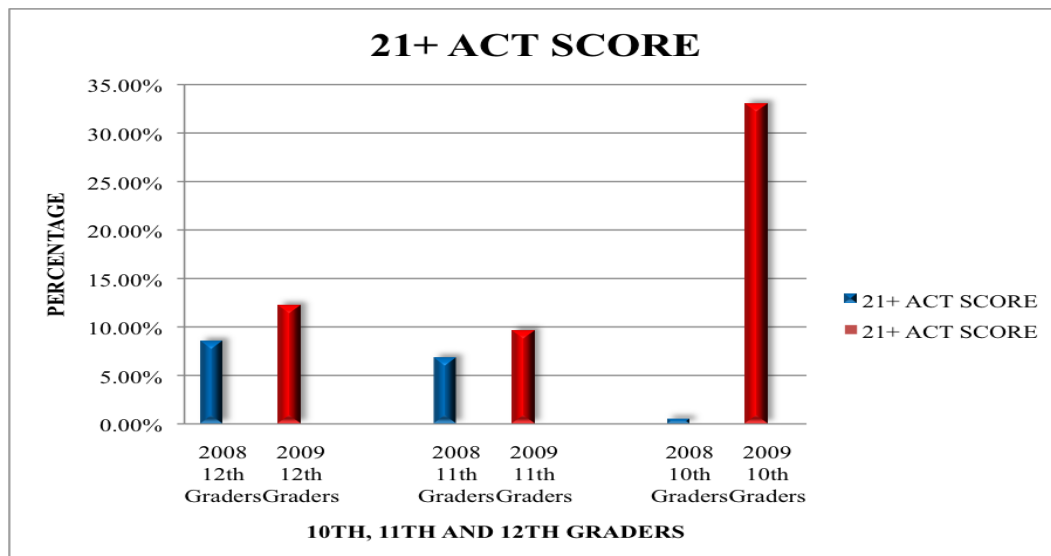
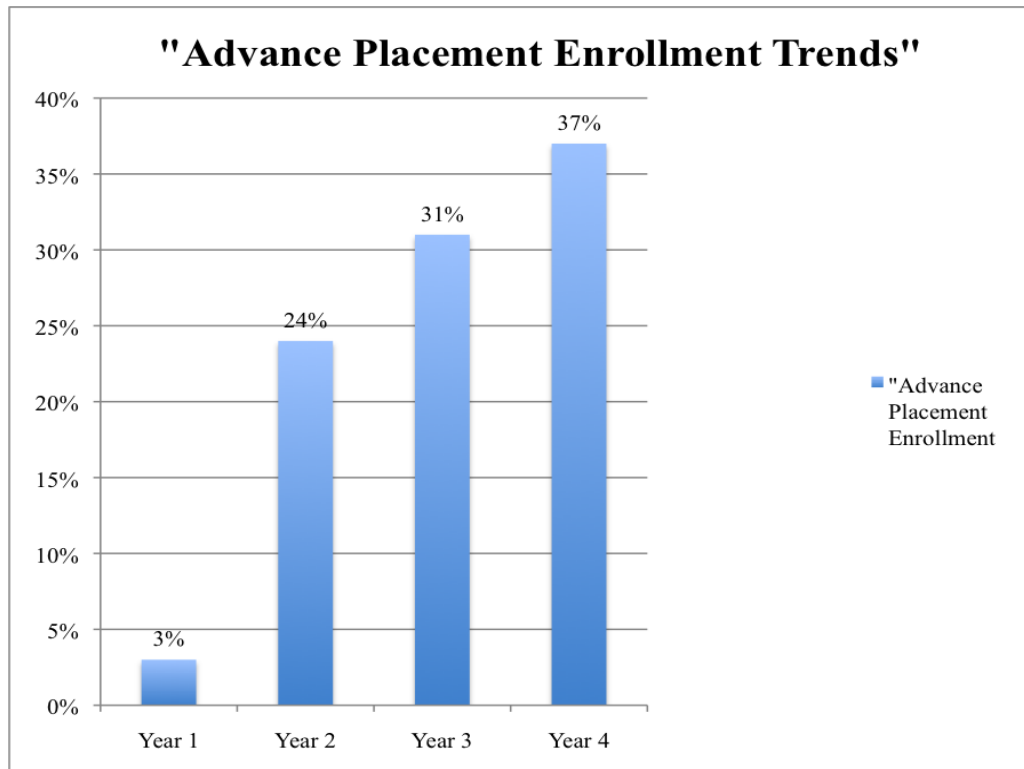
The Liberty Leadership Development design model implements a clear and consistent comprehensive processes with schools. In the content alignment process, Conley's (2003) indicates a vast difference in high school academic standards and college level skills required. Such a gap will perpetuate the lack of college-readiness skills many students fail to obtain while in high school prior to transition to college. Content alignment requires systemic review of current academic content standards and an analysis of the level of rigor within the content curriculum (Rabinowitz S, Roeber E, Schroeder C, Sheinker J, 2006; Porter AC, McMaken J, Hwang J, Yang R, 2011)

Prescribing a clear content alignment process (Combs, K. L., Gibson, S. K., Hays, J. M., Saly, J., & Wendt, J. T. 2008; Drake, 2007). The following attributes are essential in our approach:

- (1) A framework allowing for multidisciplinary, interdisciplinary, and transdisciplinary approaches to curriculum integration
- (2) Models of curriculum in action
- (3) Simplify curriculum alignment and integration
- (4) Assess real classroom experience to connect learning to the real world

The application of the Liberty Leadership Development approach has demonstrated a tremendous increase in African-American students in Advance Placement courses, decreased dropout rates, increased graduation rates and increased ACT participation and ACT scores.

Tennessee High School



| Grade | Graduating class of 2006 | Graduating Class of 2007 | Graduating Class of 2008 | Graduating Class of 2009 | Graduating Class of 2010 |
|-------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9 | 1 | 2 | 12 | 0 | 0 |
| 10 | 9 | 5 | 4 | 1 | 1 |
| 11 | 49 | 15 | 2 | 1 | - |
| 12 | 12 | 14 | 10 | - | - |
| | 71 | 36 | 28 | | |

| | | | | | |
|--------------|--------------|-------------|-------------|-----------|-----------|
| Dropout cost | \$18,460,000 | \$9,360,000 | \$7,280,000 | \$520,000 | \$260,000 |
|--------------|--------------|-------------|-------------|-----------|-----------|

\$260,000 per student in life time of lost earnings, taxes and productivity

* Source: Alliance for Excellent Education Aug 2008

| Graduation Rate class of 2006 | Graduation Rate Class of 2007 | Graduation Rate Class of 2008 | Graduation Rate Class of 2009 | Graduation Rate Class of 2010 |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 68.7% | 67.8% | 75.2% | 74.9% | 85.4% |

Our coaching support service, Liberty Leadership Development will work with all teachers; leaders; and students to audit academic performance data in order adjust the delivery of instructional and learning practices. The instructional coaching service is focused on classroom level interactions and practices; all professional development strategies for teachers and leaders will be job embedded. This focused comprehensive effort builds capacity to implement results-driven content alignment, rigorous pedagogy and supportive academic engagement of all students. This comprehensive approach will require a scheduled set of practices designed by learning teams, individual teachers, students and the leadership team. Team members will be trained to analyze instructional practices, audit student performance data, create lessons and units designed to strategically address the learning needs of 21st Century students.

21st Century Formative Assessments will be part of the engaging instructional practice. Our research-based process is designed to provide immediate, descriptive and contextualized feedback for both teachers and students during the learning process. The formative assessment process we will implement with teachers will provide immediate descriptive feedback to students in ways that enable the students to demonstrate their learning in a meaningful manner, or when students can engage in a similar, self-reflective process (Black and Wiliam, 1998; Neil,1997; Johnston et al., 1995; Sadle, 1989). Formative assessment practices will entail:

- Respond to questions
- Ask questions
- Interact with other students during activities, etc.
- Embedded in instruction
- Direct and immediate descriptive feedback
- Real-world problem solving
- Focused on how students learn and in progress re-teaching
- Focused on Learning
- Learning goals and shared understanding
- Focused on student engagement

Exemplar 3: *Job Embedded Professional Development*
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

A professional development (PD) plan will be developed utilizing the Readiness Assessment (RA) outcomes of state assessment data, short-cycle assessment results, instructional practices, college and career readiness indicators and collaborative meetings with the teachers and leadership team. The aggregate information contained in the readiness assessment, coupled with the goals of the school improvement plan, will be used to assess the implementation of a robust and rigorous job-embedded professional development plan. The professional development plan will be tailored to the specific needs of the building and results-driven practices. Professional development for school principals, leadership teams and teachers will occur in one on one; small group; differentiated groups; school-wide faculty; and distance via technology.

Leadership Development: Liberty Leadership Development provides a clear and consistent set of leadership tools for school principals and the school leadership team to use. Not only do we seek to empower principals, we seek to develop the informal leaders in an inclusive learning process. Transparent leadership practices are used to engage all community members.

1. **Distributed Leadership**
 - Good to Great protocol
 - Goal setting protocol
 - Communication and collaboration task orientation
2. **Common Core Instructional Strategies**
 - Rigor/Relevance framework
 - Using research-based Common Core instructional strategies in the classroom
 - Brain based learning implemented in lesson and unit design
 - Align instructional strategies and assessment results
3. **Data Analysis**
 - Short cycle assessment
 - Align academic course offering with college and career readiness tasks
 - Assess credit recovery and alternative learning projections
 - ACT preparation
 - Personalized student growth plans
 - Early academic tracker system
 - Student matriculation and academic grades analysis
4. **Flexible Scheduling**
 - Collaborative planning before and during school
 - Student supports-academic acceleration/intervention during the day
 - Mission and vision reflected in flexible schedule

Teachers

1. Prioritizing the curriculum and standards:

- Teachers will review their academic standards/indicators and develop their common focus for each academic term
- Teachers will collaboratively articulate the student learning and assessment goals using data indicators as guide
- Developing essential learning criteria that will drive the learning and align content standards

2. Implementation of Teaching and Learning

- Consistently implement State standards and college-readiness indicators
- Communicate progress with students and each other
- Accountability to the implementation of learning through performance based assessments

3. Analyze and Synthesis Student Performance

- Create sample performance criteria and performance assessments
- Mastery orientation performance criteria
- Description of assessment outcomes learning expectations

4. Improve student engagement

- Develop comprehensive system for students to reflect on their achievement data
- Creating a safe and secure school readiness learning environment
- Creating positive behavior reward recognitions for students
- Engage students and parents in shared responsibility for student achievement

Exemplar 4: Experience with State and Federal Requirements
(15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Liberty Leadership Development's model focusing on Content, Pedagogy and Engagement is designed to align with state and federal requirements such as School Improvement Framework and the Michigan Needs Assessment. As well as align with regional accrediting agencies such as the North Central Association Commission. Tools and consultants are cross matched with existing regulations, guidelines and reporting structures to ensure that schools and districts are supported in all of their needs. Alignment with resources, local initiative, and best practices are essential in this initiative.

Aligning models to be implemented with the School Improvement

Framework: Our previous work, supporting urban schools in Michigan, aligned the district and school improvement models with the State Framework for school and district improvement. We worked with schools to assure they created plans to establish goals and objectives that will

1. Guide rigorous curriculum and instruction
 - ACT, MME and research-based instructional strategies used in the class
 - Alignment of Michigan's High School Content Expectations with thematic instructional units
 - Extraction of critical thinking strategies aligned with MME assessments
2. Professional development
 - Adequate and purposeful professional learning time dedicated for teachers
 - Align all professional development with MME instructional outcomes and assessments
 - Use of professional development to assess instructional practices aligned to Michigan Curriculum Framework
3. Time spent on task with appropriate resources
 - Flexible scheduling that permits resources to be reallocated as needs change
 - Allocate time for Special Education services to be flexible before, during and after full inclusion
4. Student assessment data and strategies
 - Align all instructional practices and state outcomes with assessment for learning
 - Development of data teams within grade levels and school wide
 - Creating a culture of teachers sharing real time performance data

The Michigan Comprehensive Needs Assessment: In previous work, we helped schools we support in Michigan by conducting comprehensive site review needs assessments as part of their Title 1 School Wide Process. This process assessed

1. The collection and analysis of student achievement data
2. Comprehensive review of academic and supplemental support programs
3. Review of graduation rate and academic matriculation of students
4. Assessment of Special Education services and full inclusion practices
5. Analysis of Common Core instructional practices
6. Comprehensive interviews with students, community, teachers and principals

In previous work with Michigan schools, all work was aligned with CNA applied by the Title 1 Supervisor to identify and respond to the academic needs of Special Education students. Our on the ground coaching experience supporting schools in Michigan to develop school improvement plans aligned with the district improvement plan. Such close alignment, can assure systemic organizational outcomes and progress monitoring

1. Goals are aligned with student performance tasks and assessments
2. Align all student academic performance goals
3. There is a clear response to intervention for each goal
4. Assistance plans have details and specific prescriptive steps
5. Action steps are timely and implemented strategically
6. Progress monitoring and updates based on assessment of school improvement performance data

Exemplar 5: Sustainability Plan
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

Sustainability planning is essential in the implementation of such a robust initiative. Modeling and guiding teacher and leadership professional development strategies is the initial step in the process. The job-embedded nature of our professional development process requires teachers and leadership teams to actively engage in problem solving. Sustainability planning requires consistency, communication and accountability from all involved in the school improvement process. The planning for sustainability will entail the development of high functioning learning environments, which require committed teachers and excellent leaders.

Teachers:

- Professional learning network
- Teacher leadership development
- Continuous professional development
- Instructional goals and data analysis
- Application of Michigan Curriculum Framework
- Instructional peer review
- Create, measure and audit SMART Goals
- Entrance and exit interviews of students
- Summer jump start transition programs
- Gap analysis and strategic planning for climate, culture and instruction; coupled with student supports
- Cultivating learning conditions through strategic planning and benchmarking
- Application of digital technology

Leaders:

- Systemic school readiness check
- Vertical and horizontal aligned curriculum
- Leadership goals
- Walkthroughs
- Flexible scheduling
- Audit students' academic performance
- Systemic intervention assistance programs
- Vision and mission progress checks
- School governance teams by students, parents and teachers
- Annual review and assessment of school improvement progress
- Community partnerships, internships and dual credit learning

opportunities

- Instructional rounds
- Community engagement seminars
- Common planning time for teachers
- Create a course schedule that will provide teachers with an opportunity to teach a common cohort of students
- Implementation of digital technology

Exemplar 6: Staff Qualifications
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

Randall G. Sampson, Ph.D. will oversee the daily operations and assignment of support staff. Sampson has experience at the K-12 level as an administrator, teacher and national transformational specialist. His particular skills are in leadership development, curriculum and assessment, data analysis and closing the achievement gap. Sampson has tremendous experience in educational reform in Urban, Suburban and Appalachian school districts. Sampson's expertise was featured at Harvard's JFK School of Government and Harvard University's Achievement Gap Initiative. Sampson's analysis of data and expertise had resulted in schools across the country increasing graduations rates, increasing students in AP courses, and increasing students in college enrollment.

Timothy Conrad Ph.D. is a 35-year veteran educator and district leader. Conrad's involvement as a higher education professional has helped thousands of students, over his career graduate from high school and college. Conrad's skills as a licensed counselor, providing high quality professional development, have helped him to be recognized as one of the national experts in his respected field. As a licensed counselor and certified coach, specializing in leadership, Conrad has help schools increase student graduation rates. Conrad coordinated implementation of International Baccalaureate Programme and initial and subsequent authorization of Advanced Placement Program at his former school district.

Mario Dewberry provides a robust skill set with community engagement and partnership development. Dewberry's work in Detroit with collaborative partners Habitat for Humanity Detroit, United Way and General Motors has been a critical attribute for schools seeking to engage students in real world experiences. Dewberry provides community engagement seminars with service providers and work-readiness vocational preparation enrollment workshops. Dewberry has great partnership skills with universities and has developed a national network to engage students and families in the college enrollment process.

Mignon Hayes is a successful education with more than 35 years of classroom instruction and leadership experience. Hayes served as a Michigan Department of Education curriculum writer developing high school literature units. In her school improvement-consulting role, Hayes served as an ACT/MME coach and worked to coordinate School Improvement Plans and grants.

Randall G. Sampson, Ph.D.

EDUCATION

- □2006: Capella University (MN), Doctor of Philosophy in Education Leadership in K-12 Programs. Thesis title: *Math Achievement Gap and Suburban Students' Perceptions*
- □2002: University of Dayton, Assistant-Superintendent Certification
- □2001: University of Dayton, Principal Certification (k-8)
- □1998: The Ohio State University, Masters of Education (k-8)
- □1997: The Ohio State University, Bachelors of Arts, College of Human Ecology-Family Relations and Human Development

PRESENTATIONS:

- □Guest Lecturer John F. Kennedy School of Government Harvard University "Community Engagement" –Sponsored by Bill and Melinda Gates Foundation
- □The Council of Chief State School Officers "Student Engagement Through Digital Technology and 21st Century Skills"- Microsoft Innovation & Policy Center Washington D.C.
- □The Council of Chief State School Officers "High School Innovation"-Orlando, FL
- □Closing the Achievement Gap-State of Tennessee Race To The Top
- □Building a school schedule- KnowledgeWorks Leadership Institute
- □Flipped Classroom-KnowledgeWorks Leadership Institute
- □The Application of Digital Learning-Ohio School Improvement Grant Conference
- □Leadership Development For Academic Success Memphis, TN
- □Ohio School Boards Association-D3A2 Content Alignment Co-Presenter
- □Franklin County ESC- D3A2 Content Alignment Co-Presenter
- □National Tripod Conference- Students' Intellectual Engagement and Instructional Quality
- □The Ohio Confederation of Teachers Organization- Math Achievement Gap and Suburban Students' Perceptions
- □Ohio Educators Association- Implications of Harvard University Achievement Gap Initiative and High Quality Instruction
- □Implications of Action Research-Coalition of Essential Schools National Conference
- □Leadership Development for Smaller Learning Communities

PUBLICATIONS:

- □Measure of Effective Teaching: Future of Learning? Just ask the students
- □21st Century Aligned Assessments: Identity, Develop and Practice
- □Flexible Master Schedule Built To Last
- □World of Learning Amplified Through Assembly and Application
- □The Core: Amplified with Technical and Adaptive Change

- □Increasing the high school graduation rate
- □E=MC2 (Engagement=Movement, Choice and Communication)
- □Block-by-Block Community Engagement
- □Leadership's Role in Launching and Expanding Blended Learning
- □The Graduation Rate Revival: A Race to the top
- □Brain Exercise to Enhance Reading Comprehension Skills
- □Ignite learner thinking in their style
- □Flipped Classrooms Need Flipped Leadership
- □Breakfast With A Purpose For School Administrators.
- □Effective Instructional Leadership: How to CRAFT meaningful evaluations for administrators and educators
- □Engaging Reluctant Learners At ALL Levels: The Tripod Project
- □Cultivating an ambitious and industrious love for learning (Harvard University Achievement Gap Initiative, 2007)
- □Math Achievement Gap and Suburban Students' Perceptions (Harvard University Achievement Gap Initiative, 2006)

ASSOCIATIONS, MEMBERSHIPS, HONORS

Ohio Association of Secondary School Administrators, National Association of Secondary School Principals, Association for Supervision and Curriculum Development, Harvard University Achievement Gap Initiative, 2004 Ohio Business Week Foundation: Preparing Students for Tomorrow's World, 2002 Disney Teacher Of The Year Nominee and 2002 Dublin City Schools Teacher Award of Excellence.

LEADERSHIP IN EDUCATION

2008-EdWorks Partners High School Redesign (S.T.E.M., K-12 REDESIGN and EARLY COLLEGE HIGH SCHOOL)

- □Implement professional development workshops and materials prepared for use in school redesign sites.
- □Provide technical assistance to all members of the school's design team including: new and current building level leadership support, curriculum directors, teachers, union leaders, community members, etc.
- □Coordinate access to additional resources such as short-cycle assessment providers, curriculum alignment services, evaluation providers, professional development, etc.
- □Actively participates in and contributes professional learning community including maintaining on-going dialogue with school sites.
- □Build distributed leadership by promoting democratic governance and shared decision-making.
- □Build sustainability and capacity for continued school improvement through the use of reflective practice and critical analysis.
- □Assists in the coordination of and collection of data for evaluation process and customer satisfaction survey.

Turnaround Specialist National Key Accomplishments:

➤ Knox County Schools

- φ □**High expectations**, holding all students and

- communities to high standards and accountability for results;
- ☐ **Common focus**, ensuring the learning community offers a core curriculum, instruction, and assessments that promote success for targeted student populations;
- ☐ **Time for staff to collaborate**, including regular, scheduled, and committed time for staff to engage in team-building planning, analysis of student work, and collaboration for student success;
- ☐ **Performance-based instructional strategies**, utilizing regular and systematic teaching approaches that improve student learning outcomes;
- ☐ **Distributed leadership**, ensuring that leadership for learning and high performance is embedded as a well- designed and high-functioning leadership *system* involving multiple roles and responsibilities;
- ☐ **Performance accountability**, having students and staff share both personal and school accountability for measureable results and continuous improvement in student outcomes; and
- ☐ **Investment in professional development**, committing time and resources to a coherent plan and emphasis on continuous learning for all professionals in the support of learning for all students.

➤ **Detroit Public Schools**

☐ Dropout rate decreased from **30% to 15%** (Saved Detroit over **\$20 million** by reducing the dropout rate)

- ☐ Graduation rate increased from low **25% to 63%**
- ☐ Graduation rate out pacing State of Michigan average for African-American and low Socio-Economic students
- ☐ Over **\$30 million** dollars in academic
- ☐ 2011 and 2012 Finished **Top Five** in Detroit for college scholarship dollars earned
- ☐ 95% of graduates accepted to college/university/vocational

➤ **Systemic Approach To Academic Success**

- ☐ **Culture and Climate**
 - Safe, purposeful school environment
 - ☐ Community service for engagement
 - ☐ Students and families as primary stakeholders.
 - ☐ School design for personalization
 - ☐ Coordination of campus-wide issues
 - ☐ Personalized Student Growth Plans with quarterly outcomes
 - ☐ Positive Behavior Support for every student
- ☐ **Student Supports**
 - Just-in-time prevention and intervention strategies, including re-teaching, tutoring, and community outreach/support organizations, among other strategies
 - ☐ Accessible, detailed, easy-to-understand student progress

- data and portfolios
 - ◻ PLUS-ONE Student College and Career-Readiness Advisory System
 - ◻ Summer Bridge Program
 - ◻ **Aligned Assessments**
 - ◻ Baseline diagnostic data
 - ◻ Short-cycle assessment
 - ◻ Classroom assessments
 - ◻ State-mandated graduation tests
 - ◻ College and career readiness tests
 - ◻ Teacher, school, and district self assessments
 - ◻ **Rigorous Curriculum and Instruction**
 - ◻ Rigorous college-ready curriculum for every student, every day
 - ◻ Clear learning objectives
 - ◻ Differentiated instruction
 - ◻ High levels of student engagement
 - ◻ Higher order thinking skills
 - ◻ High payoff, short-term instructional strategies for

language arts, mathematics, science, social studies, and electives

- ◻ Short-cycle math and reading Measures of Academic Progress adaptive assessments for all students.
 - ◻ Data analysis and application of short-cycle assessment instructional strategies for rigor and relevant framework application.
 - ◻ The Staff began the development of the key aspects of their smaller learning community by identifying the key instructional characteristics of the school
 - ◻ Improving culture and climate
 - ◻ Standards based teaching
 - ◻ Implementation of formative assessments
 - ◻ Intervention strategies and aligned assessments
 - ◻ Effective collaboration

2007-2002 Westerville City Schools Administrator (High School and Middle School)

Middle School Administration Key Accomplishments:

➤ Student Engagement

- ◻ 100% of identified able and talented students are aligned to complete Trigonometry/AP Calculus /AP Statistics prior to high school graduation
- ◻ 2006 Ohio Achievement Test: 6th Grade students passage rate for reading 96% (89% district) math 80% (75% district)
- ◻ Increase students' academic engagement by 400% per the PDSA student engagement matrix
- ◻ 82% of "at risk" students passed the 2006 Ohio

- Achievement Test standardized reading assessment
- φ □ 2006 "Excellent" report card rating from the Ohio Department of Education
- φ □ The national model for the Tripod Project, based at Harvard University's John F. Kennedy School of Government, value-added predictor of students' academic gain scores

High School Administration Key Accomplishments:

➤ Improved Student Engagement:

- φ 600% increase in African-American students enrolled in Advance Placement courses and 150% increase in Caucasian students enrolled in Advance Placement

courses

- φ □ 21% increase in students taking the AP examination
- φ □ 38% increase of students scoring a 3+ AP examination; 15% increase of students scoring a 4+ on AP examination
- φ □ 35% increase of students inducted in National Honors Society
- φ □ 81% of African-American students passed the 10th grade math Ohio Graduation Test, compared to the state average of 57% math passage rate for African-American students
- φ □ 2004 "Excellent" report card rating from the Ohio Department of Education
- φ □ Average ACT score 23.4 (National Average 21.7)
- φ □ Average SAT Verbal 547; Average SAT Math 569

Timothy Lee Conrad, Ph.D., L.P.C., N.C.C, NCSC
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614.314.7690

timlconrad@gmail.com

EDUCATION

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Ph.D. The Ohio State University The University of Dayton
M.A. The Ohio State University B.S. The Ohio State University
Educational Theory and Practice 1995 Clinical Counseling Program 1992 Educational
Services and Research 1985 Early and Middle Childhood Education 1979

PROFESSIONAL LICENSES AND CERTIFICATES

- National Certified School Counselor Licensed Professional Counselor National Certified Counselor School Counselor
- Elementary Teacher

School Counseling Skills

- Academic advisement including Course selection
- College readiness
ACT and SAT Test preparation College application process
- Career counseling
Individual and group personal- social counseling
- Coordinate and supervise delivery of high school guidance service including
- Yearly guidance calendar of services Parent education programming College readiness calendar
Student advisement calendar
- Coordinated data analysis and data teams for Tripod student engagement survey, a district initiative to close achievement and equity gaps
- Timothy Lee Conrad - 2
- District Value Added Specialist. Developed Academic Action Plans based on the Value Added Metric
- Coordinated implementation of International Baccalaureate Programme, including managing feasibility study team, completing cost benefit analysis, and developing budget, and completing IB application process, development of courses of study and textbook lists, secured Board of Education approval.
- Coordinated continuous improvement of AP program including initial and subsequent AP Authorization for district AP teachers, development of AP goals.
- Coordinated service delivery for West Bridge Academy, an alternative high school placement for credit recovery. Services included training for career education, online instruction and delivery of drug and alcohol prevention.
- Coordinated teacher externship career project, including planning, teacher placement, and grant writing
- Developed standards based comprehensive guidance plan.

PROFESSIONAL MEMBERSHIPS

American School Counselor Association American Counseling Association
Ohio School Counselor Association
Phi Kappa Phi

PROFESSIONAL EXPERIENCE

2010 – 2012 University of Dayton, School Counseling Clinical Coordinator
2009 - 2010 University of Dayton, Adjunct Instructor, Department of Counselor Education and Human Services

2009 - 2010 Consultant, Worthington Schools, Aligning school counseling program

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1999 – 2011 Ashland University, Adjunct Instructor, Professional Development Services
1987 - 2010 Safe and Drug-Free Schools Consortium, Consultant
2006 – 2009 Department of Teaching and Learning, Dublin City Schools
1991 – 2005 Dublin City Schools, Chairman, Guidance Department
1997 & 2001 Lecturer, The Ohio State University, College of Nursing and Department of Psychology

1997 – 1999 University of Dayton, Adjunct Instructor, Department of Counselor Education, Department of Teacher Education
1992 Dublin Counseling Center, Clinical Internship
1987 – 1991 Dublin City Schools, Guidance Counselor
1986 – 1987 Bexley City Schools, Guidance Counselor
1979 – 1986 Grandview City School, Fourth Grade Teacher

FACULTY TEACHING

Research and Evaluation
Practicum and Internship in School Counseling Counseling Theory and Techniques
Counseling Techniques Lab
Psychology of Personality Development
Human Development and Education
Prevention of Substance Abuse in At Risk Adolescents Psychology of Delinquency
Diagnosis and Treatment Planning
Personality and Human Development Across the Life Span Crisis and The Classroom

PROFESSIONAL DEVELOPMENT WORKSHOP FACILITATION

Hope and Optimism Maximum Performance Difficult Students
Difficult Parents
Prevention and the Classroom Promoting Resilience Bouncing Back From a Crisis Maximum Performance Crisis Intervention

Conference Presentations

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Conrad, T. (2010, October) Falling Forward: Secrets of Student Success. Keynote address presented at the Pearson Education NovaNet State Conference.
Conrad, T. & Rowe K. (2009, November). Nurturing Data Smart Counselors. Presented at the All Ohio Counselors Conference
Conrad, T. (2009, October). Steps to Success: Navigating the Transition From High School to College. Presented at the Transition to College: Preparing Students With Disabilities Conference.
Conrad, T. (2009, August). Dealing With Difficult People. Presented at the Off to a Great Start Conference.
Conrad T. & Gibbons J. (2008, May) ABCs of Accountability. Presented at the Central Ohio Career Consortium.
Conrad, T. & Broyles, E. (2007, October). Understanding the Trajectory of Gifted Students Through Value Added Analysis. Presented at the Ohio Association of Gifted Students.
Conrad, T. & Broyles E. (2007, October). Meeting The Needs of Gifted Students with The International Baccalaureate Programme. Presented at the Convention of the Ohio Association of Gifted
Conrad T. & Sampson, R. (2007, April). Presented at the Closing Achievement Gaps Ohio Education Association Conference.
Conrad T. & Sampson R. (2007, March). Mathematic Achievement Gaps with Suburban Students. Presented at the Ohio Confederation of Teacher Organizations conference. Conrad, T.

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& Rowe K. (2006, November). Finding our Way: The Role of the School Counselor. Presented at the All Ohio Counselors Conference.

Mario C. Dewberry

Professional Objective

To provide assistance and guidance to K-12 institutions through program design, coaching, leadership training, curriculum development, nonviolence education, parental programming, and staff professional development. These sessions serve as a catalyst for school and community change that cultivate and facilitate long-term systematic student achievement and success ensuring that ALL students have the same educational experience and opportunities to succeed in life.

Specialization

Providing leadership and partnership to schools helping them confront and address the unique issues that face the urban student by providing realistic solutions that holistically develop students and families. Developing and implementing programs, strategies and curricula that specifically address the needs of individuals that come from delinquent, economically deficient and distressed “at-risk” backgrounds.

Professional Skills

Possess a variety of leadership strengths including:

- ☐ Achievement: The drive and actions to set challenging goals and reach a high standard of performance despite barriers
- ☐ Initiative and Persistence: The drive and actions to do more than is expected or required in order to accomplish a challenging task
- ☐ Facilitation: The ability to present information in non-traditional ways that engage participants
- ☐ Diversity: The ability to work with diverse constituencies and maintain positive attitudes and outcomes
- ☐ Monitoring: The ability to set clear expectations and to hold others accountable for performance
- ☐ Planning Ahead: A bias towards planning in order to derive future benefits or to avoid problems
- ☐ Acting and Influence: Act with the purpose of affecting the perceptions, thinking and actions of others
- ☐ Team Leadership: Assume leadership positions of a group for the benefit of the organization
- ☐ Developing Others: Influence with the specific intent to increase the short and long-term effectiveness of another person
- ☐ Liaison: The ability to facilitate working partnerships with stakeholders (students, school staff and administrators, parents, law enforcement, and business/community)
- ☐ Analytical Thinking: The ability to break things down in a logical way and to recognize cause and effect
- ☐ Organizing: The ability to see situations and put them in a working order aligned with specified goals
- ☐ Conceptual Thinking: The ability to see patterns and links among seemingly unrelated things

Educational Credentials

Bachelors of Public Affairs/Political Science (Strength Urban Politics) Co-Major Peace and Conflict Studies, 2003

Wayne State University Detroit, Michigan

Certifications

Harvard University School Turnaround Leaders Institute (June 2012)

Kingian Nonviolence Training Certification

Dr. Martin Luther King Jr. Center, Atlanta, GA (1998)

Professional Experience

Director of High School Success

United Way for Southeastern Michigan

Inner-City Neighborhood Project Management

Michigan Council on Crime and Delinquency Lansing, MI

CAGI Coordinator

United Way for Southeastern Michigan Detroit, MI

Special Initiative Coordinator/Liaison

Michigan Prisoner Reentry Initiative (MPRI) Detroit, MI

Project Director

Communities In Schools (CIS) Detroit, MI

Youth Programs and Initiatives Consultant

Inkster Weed and Seed Inkster, MI

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Youth Grant-Making Committee Consultant and Trainer

Detroit Youth Foundation (DYF) Detroit, MI

Youth Initiative Projects Consultant

Detroit Community Justice Partnership (DCJP) Detroit, MI

Youth Initiative Projects Lead Consultant and Trainer

April 2011 – October 2012 June 2010 – September 2011 November 2008 – September 2011 October 2005 – June 2010 October 2005 – June 2007 October 2004 – December 2007 September 2004 – August 2007 January 2004 – June 2005

March 2002 - September 2004

National Congress for Community Economic Development (NCCED) Washington, D.C.

Leadership Development Designer and Trainer

Catholic Youth Organization (CYO) Detroit, MI

Consultant, Lead Developer, and Trainer

City of Highpoint Weed and Seed Highpoint, North Carolina

Program Coordinator

Michigan Institute for Nonviolence Education (MINE) Detroit, MI

Experience Overview**Academic Standards/Practices and Student Centered Learning**

January 2002 – December 2003 January 2002-August 2002 March 2001 – March 2002

- Established concrete achievement goals and a performance monitoring system to hold school partners and internal staff accountable for achieving strong, metric-driven success
- Ensured that school campuses had the resources and staff for successful and sustainable school turnaround
- Day-to-day management of funded partners, success metrics, and function as internal liaison to schools
- Developed and oversaw processes to address issues and concerns that created barriers to achieving outcomes
- Worked with various school districts to provide the environment and support necessary for successful and sustainable turnaround
- Established systems to provide targeted support (training, coaching, and resources) to turnaround schools
- Ensured that resources (people, time, materials and dollars) were aligned with turnaround plans and implementation strategies
- Recruited, cultivated and retained highly qualified and effective stakeholders as school partners to strengthen curriculum, academic relevance and rigor
- Developed and maintained effective educational programs consistent with state and federal guidelines and the philosophy, policies, regulations and strategic plans of the school boards
- Developed a collaborative culture for improving student achievement (attendance, behavior, and course curriculum)
- Developed, directed, and monitored programs that catered to student (academic and personal) development
- Assisted administration with the preparation of school budgets and monitor expenditures
- Prepared grant proposals and reports relevant to school improvement and turnaround
- Evaluated and advised staff regarding their individual classroom management and cultural competency skills
- Assisted in the development, revision and evaluation of curriculum
- Assured that the school delivery systems were based upon goals and objectives in accordance with school improvement plans
- Provided leadership and technical assistance to schools regarding differentiated instructional practices
- Assisted in facilitating re-entry placement of non-traditional students in a variety of intervention, alternative, and/or twilight programs

Mario Dewberry Vitae Page 2

- Developed and monitored student recruitment, attendance and retention initiatives
- Developed and monitored student certification process and articulation agreements with colleges/universities
- Initiated various, innovative educational strategies including cooperative learning, cultural diversity, guest speakers and performance based evaluation to increase student comprehension and achievement
- Developed and facilitated professional development activities for educational and administrative staff
- Provided on-going guidance and leadership for school turnaround initiatives
- Developed promotional and recruitment activities to generate parental involvement
- Created and coordinated an AmeriCorps program and national community service projects in the “green

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jobs” sector that connected individuals to opportunities that enhanced their job readiness skills

Administrative/Management Expertise

- Identified and resolved external issues that were barriers to school improvement
- Ensured the relationship between the school and the school model provider was focused on school turnaround
- Assisted schools in identifying community resource and partnership needs
- Facilitated the completion of Memorandum of Understandings (MOU) and funding agreements with outside service providers
- Built, convened and stewarded the Champions Councils
- Provided leadership and direction for program evaluation and improvement
- Provided leadership for conducting reviews of school progress
- Assisted Principals with financial management of school budgets
- Partnered with curriculum leaders and school administration for teacher coaching of behavioral and cultural shifts
- Assisted and supported school administrators in adherence to district, state and federal policies, mandates, operational and compliance expectations, and Student Code of Conduct rules and regulations
- Assisted with the collection, monitoring and verification of student data including enrollment, attendance, academics, behavior, and other reports
- Resolved parent/student/staff concerns and disputes
- Assisted schools and districts in ensuring safe, secure, conducive learning environments for all students
- Directly managed over 100 AmeriCorps members

Collaboration and Coordination

- Participated in efforts to bring about closer business/industry/labor/education/government cooperation and work with community economic development activities
- Worked in the community to promote the work in the school
- Supervised the Champions Councils
- Worked collaboratively with an educational “turnaround partner” who provides technical assistance to the school administration, staff, and students
- Developed and initiated activities necessary to bring about closer cooperation with business community and schools
- Developed business partnerships, school advisory boards, community and parent support and involvement
- Supervised instruction, curriculum development and Smaller Learning Community Project
- Worked with administrators, staff, parents, and employers to resolve student academic and behavior problems
- National program developer, trainer, key note speaker, workshop presenter, and advisor

Mignon Hayes 29608 Brentwood Street Southfield, MI 48076 248.497.3890

minilissa@aol.com

Summary of Qualifications

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- Successful, results-generating educator with more than 35 years of classroom instruction ▪ Classroom leader with strong ability to develop teams and individuals
- Extensive experience in training prospective Advanced Placement teachers
- Experienced Scorer of standardized test examination essays
- National Consultant for Advanced Placement English Literature and Composition teachers
- Presented nationally for the College Board
- Designed curriculum to teach grammar and punctuation for standardized testing to staff and students
- Instructor for British, American, and multi-cultural literature
- Editor of School Improvement Plans and Grants

2007-2010 **Professional Experience**

Wayne County RESA

English Coach

- Supported and enhanced English classroom instruction
- Coached individual instructors to elevate classroom performance
- Provided in-services for staff on preparing students for ACT / MME testing ▪ Modeled and demonstrated English grammar and writing lessons for staff

2011-2012 **Ed Works**

English/ACT Coach

- Coached standardized testing in English and Writing
- Coached individual instructors to elevate classroom performance
- Provided in-services for staff on preparing students for ACT / MME testing ▪ Modeled and demonstrated English grammar and writing lessons for staff

2012-2013 **Independent Coach/Inkster High School**

English/ACT Coach

2007 **Michigan Department of Education**

Curriculum writer

- Developed 12th grade literature units and modules for State grammar instruction units ▪ Edited 12th grade literature units and modules for State grammar instruction units

1996-2007 **Southfield Public Schools**

Secondary Language Arts Content Leader

- Coordinated and led a district 2006 initiative to write new curriculum units ▪ Edited final products for English units for 9-12th grade

English Department Co-chair

- Designed and implemented an Advanced Placement English Literature and Composition course
- Integrated relevant standardized national test contents into English courses
- Created and implemented Grammar for the College-bound Student

English teacher and Scholars Plus Coordinator

- Scheduled honors students in 9-12
- Facilitated Advanced Placement Testing for 11-12
- Counseled and monitored students in the creation of their individual honors projects

Detroit Public Schools

English teacher

(Renaissance High School, Cody High School)

- Created and implemented an innovative curriculum for American, British, and multi-cultural literature
- Transformed students whose academic focus was math and science to become interested and proficient students in English
- Developed definitive curriculum for research methods **Emergency Substitute/ English-Social Studies**

Studies

- Successfully transitioned into a teaching role, which had six previous failed instructor placements
- Created and implemented a culturally relevant English curriculum

1972-1986

Supplemental Work Experience

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Advanced Placement Instructor/ Trainer

(University of Iowa, Purdue University, Michigan State University, Indiana University-Purdue University, Eastern Michigan University, Oakland University, the Leelanau School)

- ☐ Presented examples of "best practice" strategies for English instructors
- ☐ Created instructional materials for Advanced Placement English literature courses
- ☐ Developed a reference manual for educators in order to facilitate helpful instruction for the Advanced Placement English Examination
- ☐ Assisted English instructors in selecting appropriate materials in order to create an effective Advanced Placement course

Vertical Teams Grammar Trainer 2004-2006 (Lawndale College Preparatory Academy, Chicago, Illinois; Southfield Public Schools)

- ☐ Created a grammar reference manual designed to help educators prepare students for optimum standardized test performance
- ☐ Developed and presented strategies for grammar instruction to enhance student performance on national standardized tests
- ☐ Identified relevant course content in order to help teachers design meaningful curriculum for improved student performance

on national standardized tests

Goals 2000 Participant/ Teacher trainer

(Oakland County Intermediate School District)

- Created a lesson that was filmed as a training resource for English teachers throughout Michigan
- Demonstrated the use of authentic assessments in the classroom

Summer Work Experience

English instructor

(Wayne State University, Cranbrook Science and Math Program, Michigan Computer Institute) ▪ Tutored and mentored college-bound students

- Prepared students for standardized testing
- Edited students' projects
- Prepared unemployed adults for standardized job placement testing

Special Training

- ☐ College Board- Advanced Placement English Literature and Composition/SAT Writing (Examination scorer)
- ☐ College Board- Advanced Placement English Literature and Composition (Professional Development Training)
- ☐ Reaching Today's Students (Madonna University)
- ☐ Meaningful Activities to Generate Interesting Classrooms (Marygrove College)
- ☐ Great Books Foundation Leadership Training in teaching classical literature

Certification

- State of Michigan Secondary Continuing Education Certificate ▪ "Highly Qualified" NCLB (No Child Left Behind)
- Readers Apprenticeship
- Coaching 101 Certification from MDE

Awards

- ☐ Inkster High School's Principal's Award
- ☐ Who's Who Among America's Teachers
- ☐ Black Alliance for Educational Options (BAEO) Symposium (Outstanding Educator recognition)
- ☐ Eastern Michigan University (Outstanding High School Teacher)
- ☐ Stanford University (Outstanding High School Teacher)
- ☐ Distinguished Service Award (Southfield Public Schools)
- ☐ University of Detroit (Outstanding High School Teacher)
- ☐ Detroit Public Schools- Superintendent's Award (Teacher of Influence Award)

Education

1974 -1980 University of Michigan, Ann Arbor Pre-candidate for doctorate in education, Ed. D.

1974 Marygrove College, Detroit, MI Master's in Early Childhood Education

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SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.